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ABSTRACT

The 1979-1980 school year was the second year of operation for the Lohrville Career Education Model (LCEM) and the Toward Community Growth project, which was designed to provide rural Iowa high school students with occupational experience in their local areas in an effort to offset the out-migration of rural high school graduates and the lagging population growth in Iowa. The experimental LCEM consisted of a 7-unit course in 'rural' taught twice in 2-week sessions in the fall and spring semesters and combined with occupational experiences in which senior students were placed with cooperating community resource persons. Each year the course syllabus targeted 30 rural attitudes (e.g., "rural people are a minority", "city people have more culture than rural people") for positive statistical growth. From 1978 to 1980 students demonstrated a positive attitudinal increase for 26 of the 60 attitudes and a negative increase for only 2. Their support of LCEM was strong as was that of the resource persons. In 1980, 40.7% of the 27 seniors who experienced the program in 1978-79 were involved in pursuing or had completed post-secondary education in the same field as their LCEM experience and 16 of them remained local residents. It was recommended that the project be continued. Appendices include a general outline and classroom syllabus and the LCEM Attitude Survey. (SB)

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TOWARD COMMUNITY GROWTH

A CAREER EDUCATION MODEL FOR IOWA AND OTHER PREDOMINANTLY RURAL STATES

by Roger A. Baskerville, Ph.D.

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- SECOND YEAR REPORT - II

A Study Funded by
the United States' Office of Education,
Division of Career Education

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Learning Resource Center
Fort Dodge, Iowa 50501
- 1980 -

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INTRODUCTION TO THE SECOND YEAR REPORT

1979-80 completed the second year of operation for the Lohrville Career Education Model (LCEM) and the *Toward Community Growth* project. The Model was originally developed for rural Iowa students in rural Iowa high schools in order that they might experience career opportunities in their local areas. Iowa's recent demographic history had strongly indicated that young adults were leaving the rural areas once their kindergarten through twelfth grade (K-12) education had been completed. There was even evidence available which indicated that Iowa's population growth as a whole was lagging behind that of other middle-western states in the recently finished decade of the 70's. The LCEM, therefore, became a systematic attempt at exploring careers in Iowa, and at inducing Iowa's youth to seek careers closer to home following graduation from high school or the completion of additional post-secondary education/training. It was assumed that this would benefit not only the rural areas of this predominantly rural state, but the so-called 'urban' population centers as well.

The experimental program model included a seven-unit course syllabus to be taught in two 2-week sessions during the fall and spring semesters. Appendix A. Sandwiched in between each semester's 2-week class sessions was a 2-week career education work session experienced in the local K-12 school district or in contiguous districts. Senior students were placed with district resource personnel in accordance with the results obtained from the Kuder Occupational Interest Survey and the self-identified rank ordering of occupational interests as provided by individual students in the Lohrville experimental group. Appendix B. Both the Kuder OIS and the self-identified rank ordering of career work preferences, as provided by the Lohrville students, were analyzed for similarities in occupational interests. When similar or corresponding work interests were found in both the Kuder and the self-identified list, students were counseled as to the availability of the preferred work in the immediate area. Local resource personnel were then contacted and asked if they could provide a 2-week, daily career education experience for the student or students whose Kuder OIS results and self-identified list of preferred occupational interests corresponded to that of the Lohrville School District's resource individual(s). All Lohrville Senior Students in the *Toward Community Growth* experimental group were placed with resource personnel in either the local K-12 school district or contiguous districts. Each of the students was given a career education experience with a person or persons whose work corresponded to the students' tested and self-identified occupational interests. One major premise of the *Toward Community Growth* project was that students could be taught positive attitudes about living and working in rural areas. In 1978-79 and in 1979-80 Lohrville senior students were required to take a class in 'rural' in conjunction with their local career education experiences.

In the fall of 1978 the LCEM Attitudinal Survey (Appendix C) was given to all Lohrville and all Calhoun County senior students. Lohrville students formed the experimental group and the remaining Calhoun County seniors in six K-12 institutions formed the control group. Thirty specified attitudes (Appendix A) included in seven instructional units were taught to the LCEM experimental group students. In 1978-79 16 of the 30 attitudinal objectives were statistically significant for the Lohrville experimental group (when compared with the six control groups) in that 'growth' or a positive attitudinal increase had occurred. Appendix D. In 1979-80 13 of the 30 attitudinal objectives (targeted solely for the Lohrville experimental group with no control group involvement) were statistically significant in that 'growth' or a positive attitudinal increase had occurred following the completion of the 'rural' classes and the locally based career education experiences. From 1978 through 1980 29 of the 60 attitudinal objectives (30 were targeted for each academic year) were statistically significant at the .001, .01 or .05 levels of confidence. A breakdown of success or a lack of success in achieving statistical significance for 1978-79 and 1979-80 with senior student attitudinal growth was included in Table 1. It must also be noted that in 1978-79 statistical data from the pretests and posttests was treated with a chi-square (x^2) distribution in order to test the equality of two population proportions, as evidenced in the experimental group/control groups' comparisons cited previously. In 1979-80 accumulated data was treated with a *T-test* since the statistical comparison involved the mean scores from only one pretest group (experimental) and only one posttest group (experimental). The cell comparison, which called for the utilization of a x^2 treatment between and among experimental and control groups in 1978-79, did not exist in 1979-80. The pretest/posttest in both years utilized a five-point Likert Attitude Scale. (It should also be noted that any questions concerning the procedures of the study/project should be referenced or directed to the initial study, *Toward Community Growth: A Career Education Model for Iowa and Other Predominantly Rural States,* the Learning Resource Center, Arrowhead Area Education Agency, Fort Dodge, Iowa.)

INTRODUCTION TO TABLE 1

Table 1 provides a two-year comparison (1978-79 and 1979-80) of 30 attitudinal objectives which were targeted for significant statistical growth following the classes in 'rural' and the local occupational experiences. Column one includes the attitudinal statement (objective) stated on the pretest and posttest; columns two and three represent, respectively, 1978-79 and 1979-80 and whether or not the objective was statistically significant or non-significant at one of three confidence levels; .001, .01 or .05. If the objective did have statistically significant growth, one of the three confidence levels has been indicated next to the statement/objective and placed under the appropriate year heading. If no statistical significance was found between the pretest and posttest results the appropriate Table 1 cell was left blank.

TABLE 1

A TWO-YEAR STATISTICAL CONFIDENCE LEVEL
COMPARISON BETWEEN 1978-79 and 1979-80
LOHRVILLE CAREER EDUCATION MODEL
ATTITUDINAL OBJECTIVES

Statement and/or Objective	1978-79 Confidence Level	1979-80 Confidence Level
1) A big city school (does not) provide its students with a much better education than a small rural school (provides).	.05	.05
2) Education is not really important for a life-time joo in my community.		.05
3) The community in which you live and in which you attend school is rural.	.001	.001
4) Rural people are discriminated against by people in big cities.	.001	.001
5) Rural people are discriminated against by those who make the laws.	.001	.001
6) Rural people are a minority.	.001	.001
7) City people (do not) have more culture than rural people.		.01
8) All rural communities are (not) basically the same.	.01	
9) All city communities are basically the same.	.01	
10) There is (not) more of a future in the city than in rural areas.		
11) You will (not) leave your community after you graduate from high school.	.001	
12) Your community offers opportunities for young people.	.05	
13) There is a future for you in your community.	.05	
14) The older people in your community, ages 50 on up, are concerned about building the community for future generations.		
15) Most older people could care less about the younger people in your community.		
16) Your community has a personality all its own.	.05	

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Statement and/or Objective	1978-79 Confidence Level	1979-80 Confidence Level
17) The community and the school must work together if both are to survive.		
18) Your school's administration and faculty are (not) sincerely interested in building and promoting your community.		.01
19) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.	.001	
20) It is important to work within the organized system of a community if one wants his community to grow.	.001	.05
21) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.		
22) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.		
23) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.		.05
24) The attitude of the citizens in my community is not very good.		
25) The attitude of a community is reflected in the overall attitude of the community's students.		
26) The attitude of our community's teachers is (not) important in building our community.		.01
27) The attitude of our community's administrators is important in building our community.	.05	
28) The attitude you have toward the future, successful growth of your school and your community is basically negative.		
29) Your community has a unique history.	.01	.01
30) It is important for you to study the history of your community.	.001	.05

NOTE: Parentheses have been placed around words added to the initial statements/objectives included in the LCEM Attitudinal Survey in order that certain statements/objectives might be presented in the manner indicated on the post-test results or as targeted toward a final, positive rural attitude.

PRESENTATION OF THE DATA FROM TABLE 1

The data presented in Table 1 was analyzed in accordance with the following methodology: 1) Statements/objectives which produced the same statistically significant confidence levels for both years (1978-79 and 1979-80); 2) statements/objectives which produced lower confidence levels in 1979-80 as compared to higher confidence levels in 1978-79; 3) statements/objectives which were statistically significant (with positive attitudinal growth) in 1979-80 only; 4) statements/objectives which were statistically significant (with positive attitudinal growth) in 1978-79 only; 5) statements/objectives which resulted in statistically significant negative growth (1979-80); and 6) a presentation of statistically significant statements/objectives by confidence level for 1979-80 to correspond with a presentation of statistically significant statements/objectives by confidence level for 1978-79. Appendix D.

1) The 1979-80 classes in 'Rural' (Appendix A) and the 1979-80 locally-based occupational experiences (Appendix E) produced six statistically significant objectives with the same confidence levels as achieved in 1978-79:

a) "The community in which you live and in which you attend school is rural" (.001);
b) "Rural people are discriminated against by people in big cities" (.001);
c) "Rural people are discriminated against by those who make the laws" (.001);
d) "Rural people are a minority" (.001);
e) "Your community has a unique history" (.01); and
f) "A big city school (does not) provide its students with a much better education than a small rural school (provides)" (.05).

2. Two statements/objectives were statistically significant at lower confidence levels in 1979-80 than were recorded in 1978-79. Moving from .001 to .05 were the following:

a) "It is important to work within the organized system of a community if one wants his community to grow;" and
b) "It is important to study the history of your community."

3) Two statements/objectives displayed positive, statistically significant growth in 1979-80 as compared to no statistical significance in 1978-79:

a) "City people (do not) have more culture than rural people" (.01); and
b) "The enthusiasm or attitude of a community's citizens determines whether the community will live or die" (.05).

4) Eight statements/objectives achieved statistically significant, positive growth in 1978-79 that did not achieve significance in 1979-80:

a) "You will (not) leave your community after you graduate from high school" (.001);
b) "It is important to know the power or organizational structure of a community if an individual wants to prosper in that community" (.001);
c) "All rural communities are (not) basically the same" (.01);
d) "All city communities are basically the same" (.01);
e) "Your community offers opportunities for young people" (.05);
f) "Your community offers opportunities for young people" (.05);
g) "There is a future for you in your community" (.05);
h) "Your community has a personality all its own" (.05); and
i) "The attitude of our community's administrators is important in building our community" (.05).

5) Three statements/objectives were perceived as statistically significant 'negative' growth in 1979-80:

a) "Your schools' administration and faculty are (not) sincerely interested in building and promoting your community" (.01);
b) "The attitude of our community's teachers is (not) important in building our community" (.01); and
c) "Education is not really important for a lifetime job in my community" (.05).

6) Thirteen statements/objectives were statistically significant at one of three confidence levels (.001, .01, .05) in 1979-80. The breakdown was recorded as follows:

At the .001 level of confidence—

1) "The community in which you live and in which you attend school is rural."
2) "Rural people are discriminated against by people in big cities."
3) "Rural people are discriminated against by those who make the laws."
4) "Rural people are a minority."

At the .01 level of confidence—

1) "City people (do not) have more culture than rural people."
2) "Your schools' administration and faculty are (not) sincerely interested in building and promoting your community."

3) "The attitude of our community's teachers is (not) important in building our community."
4) "Your community has a unique history."

At the .05 level of confidence—

1) "A big city school (does not) provide its students with a much better education than a small rural school (provides)."
2) "Education is not really important for a life-time job in my community."
3) "It is important to work within the organized system of a community if one wants his community to grow."
4) "The enthusiasm or attitude of a community's citizens determines whether the community will live or die."
5) "It is important for you to study the history of your community."

ANALYSIS OF THE DATA FROM TABLE 1

Many variables are not totally controllable in any given research situation. Such was the case with the 1979-80 *Toward Community Growth* program and the 1980 Lohrville Community Schools' Senior Class experimental group. In 1978-79 16 of the 30 targeted statements/objectives were statistically significant. In 1979-80 13 of the 30 targeted statements/objectives were statistically significant. Three of the objectives achieved significant 'negative' growth; (not one of the project's goals). Three assumptions and/or observations are presented as possible explanations for achieving three less significant statements/objectives in 1979-80 (as compared to 1978-79) and for three of the 13 significant objectives displaying 'negative' attitudinal growth.

1) The LCEM and classes in 'Rural' had been operational for a year when the 1979-80 Lohrville Senior Students took their fall attitudinal survey pretest. Many of the students were aware of the course's objectives since they had been in extremely close 'class' and 'extra-curricular' contact with the 1978-79 students. This could have, assumedly, caused several attitudes to be 'pre-formed and/or preconceived' prior to taking the class thus producing a 'ceiling effect' on pretest attitudinal placement; or, at worst, 'locked-in' attitudes through senior-level classmate exposure during the previous year (1978-79).

2) When the 1979-80 senior LCEM students took their spring posttest it was a well-established fact that approximately 40 percent of the Lohrville Community Schools' High School Faculty would not be returning for the 1980-81 school year. (This included one individual in an administrative capacity.) Most of the faculty members were well-respected and liked by the senior students. Since the two statements/objectives which displayed statistically significant 'negative' growth involved student attitudes concerning the sincerity, interest and importance of faculty/administration attitudes in the "building and promoting" of their community, the students' 'disagreement' with these statements/objectives becomes more readily understandable. That is, if the faculty leaves the community, are they really sincerely interested in "building" and promoting" the community; and, if the faculty leaves the community, is their "attitude" really that important in "building our community."

3) Question 17 on the LCEM Attitudinal Survey, "Education is not really important for a life-time job in my community," could have been interpreted by the students as referring to 'formal' education as opposed to the 'informal,' 'on-the-job' education/training provided by the occupational experiences. It could also be observed that the LCEM students experienced some degree of 'skill-acquisition' within their individual, 'informal' occupational experiences; opportunities not readily available in the traditionally 'formal,' academically-oriented, college preparatory secondary school curriculum.

INTRODUCTION TO TABLES 2 THROUGH 31

Tables 2 through 31 were constructed from data supplied by the LCEM Attitudinal Survey (Appendix C). An analysis of those tables which displayed statistical significance at one of three confidence levels (.001, .01, .05) was presented previously in the *Introduction to Table 1, Table 1, Presentation of the Data from Table 1* and an *Analysis of the Data from Table 1.*

PRESENTATION OF TABLES 2 THROUGH 31

TABLE 2

A BIG CITY SCHOOL PROVIDES ITS STUDENTS WITH A MUCH BETTER EDUCATION THAN A SMALL RURAL SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	6	14	7	15	1
POSTTEST	13	8	9	3	0

T = 2.162 SIGNIFICANT ALPHA OF .05

TABLE 3

EDUCATION IS NOT REALLY IMPORTANT FOR A LIFE-TIME JOB IN MY COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	8	19	3	3	0
POSTTEST	4	19	5	5	0

T = 2.187 SIGNIFICANT ALPHA OF .05

TABLE 4

THE COMMUNITY IN WHICH YOU LIVE AND IN WHICH YOU ATTEND SCHOOL IS RURAL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	1	26	6
POSTTEST	0	0	1	12	20

T = 5.703 SIGNIFICANT ALPHA OF .001

TABLE 5

RURAL PEOPLE ARE DISCRIMINATED AGAINST BY THE PEOPLE IN BIG CITIES.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	12	11	8	2
POSTTEST	0	1	5	17	10

T = 8.419 SIGNIFICANT ALPHA OF .001

TABLE 6

RURAL PEOPLE ARE DISCRIMINATED AGAINST BY THOSE WHO MAKE THE LAW.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	17	12	2	2
POSTTEST	0	10	5	10	8

T = 5.690 SIGNIFICANT ALPHA OF .001

TABLE 7

RURAL PEOPLE ARE A MINORITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	4	9	17	3
POSTTEST	0	2	4	15	12

T = 3.932 SIGNIFICANT ALPHA OF .001

TABLE 8

CITY PEOPLE HAVE MORE CULTURE THAN RURAL PEOPLE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	3	16	11	3	0
POSTTEST	9	16	6	2	0

T = 3.002 SIGNIFICANT ALPHA OF .01

TABLE 9

ALL RURAL COMMUNITIES ARE BASICALLY THE SAME.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	3	13	1	16	0
POSTTEST	1	13	3	16	0

T = 0.797 NOT SIGNIFICANT

TABLE 10

ALL CITY COMMUNITIES ARE BASICALLY THE SAME.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	11	8	12	0
POSTTEST	1	10	5	17	0

T = 1.555 NOT SIGNIFICANT

TABLE 11

THERE IS MORE OF A FUTURE IN THE CITY THAN IN RURAL AREAS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	11	8	9	3
POSTTEST	3	12	10	7	1

T = 1.678 NOT SIGNIFICANT

TABLE 12

YOU WILL LEAVE YOUR COMMUNITY AFTER YOU GRADUATE FROM HIGH SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	11	13	8
POSTTEST	0	3	12	8	10

T = 0.736 NOT SIGNIFICANT

TABLE 13

YOUR COMMUNITY OFFERS NO OPPORTUNITIES FOR YOUNG PEOPLE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	13	10	8	2
POSTTEST	2	12	9	8	2

T = 0.657 NOT SIGNIFICANT

TABLE 14

THERE IS A FUTURE FOR YOU IN YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	7	11	6	8	1
POSTTEST	5	12	10	4	2

T = 0.262 NOT SIGNIFICANT

TABLE 15

THE OLDER PEOPLE IN YOUR COMMUNITY, AGES 50 0N UP, ARE CONCERNED ABOUT BUILDING THE COMMUNITY FOR FUTURE GENERATIONS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	7	15	8	3	0
POSTTEST	11	10	9	3	0

T = 0.694 NOT SIGNIFICANT

TABLE 16

MOST OLDER PEOPLE COULD CARE LESS ABOUT THE YOUNGER PEOPLE IN YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	9	9	8	7
POSTTEST	3	9	8	8	5

T = 1.684 NOT SIGNIFICANT

TABLE 17

YOUR COMMUNITY HAS A PERSONALITY ALL ITS OWN.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	4	24	3
POSTTEST	0	1	4	21	7

T = 1.690 NOT SIGNIFICANT

TABLE 18

THE COMMUNITY AND THE SCHOOL MUST WORK TOGETHER IF BOTH ARE TO SURVIVE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	0	1	11	20
POSTTEST	0	0	0	15	18

T = 0.799 NOT SIGNIFICANT

TABLE 19

YOUR SCHOOLS' ADMINISTRATION AND FACULTY ARE SINCERELY INTERESTED IN BUILDING AND PROMOTING YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	3	12	12	6
POSTTEST	4	3	10	12	4

T = 2.470 SIGNIFICANT ALPHA OF .01

TABLE 20

IT IS IMPORTANT TO KNOW THE POWER OR ORGANIZATIONAL STRUCTURE OF A COMMUNITY IF AN INDIVIDUAL WANTS TO PROSPER IN THAT COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	9	18	5
POSTTEST	0	0	6	22	5

T = 1.610 NOT SIGNIFICANT

TABLE 21

IT IS IMPORTANT TO WORK WITHIN THE ORGANIZED SYSTEM OF A COMMUNITY IF ONE WANTS HIS COMMUNITY TO GROW.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	6	18	7
POSTTEST	0	1	1	25	6

T = 1.932 SIGNIFICANT ALPHA OF .05

TABLE 22

IF A FEW INDIVIDUALS CONTROL THE ECONOMY OF A COMMUNITY THEY ARE, IN REALITY, THE REAL LEADERS OF THE COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	7	5	18	2
POSTTEST	2	8	3	16	4

T = 0.277 NOT SIGNIFICANT

TABLE 23

IF THOSE WHO CONTROL THE ECONOMY OF A RURAL COMMUNITY REFUSE TO INVEST MONEY IN THE COMMUNITY TO FURTHER BUILD OR SUPPORT IT, THAT COMMUNITY WILL MORE THAN LIKELY DIE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	2	3	20	8
POSTTEST	2	1	5	15	10

T = 1.018 NOT SIGNIFICANT

TABLE 24

THE ENTHUSIASM OR ATTITUDE OF A COMMUNITY'S CITIZENS DETERMINES WHETHER THE COMMUNITY WILL LIVE OR DIE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	2	20	10
POSTTEST	0	0	1	19	13

T = 2.033 SIGNIFICANT ALPHA OF .05

TABLE 25

THE ATTITUDE OF THE CITIZENS IN MY COMMUNITY IS NOT VERY GOOD.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	4	9	12	7
POSTTEST	1	5	8	13	6

T = 0.434 NOT SIGNIFICANT

TABLE 26

THE ATTITUDE OF A COMMUNITY IS REFLECTED IN THE OVERALL ATTITUDE OF THE COMMUNITY'S STUDENTS.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	4	8	16	3
POSTTEST	0	11	3	16	2

T = 1.471 NOT SIGNIFICANT

TABLE 27

THE ATTITUDE OF OUR COMMUNITY'S TEACHERS IS IMPORTANT IN BUILDING OUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	7	19	7
POSTTEST	1	3	7	18	4

T = 3.307 SIGNIFICANT ALPHA OF .01

TABLE 28

THE ATTITUDE OF OUR COMMUNITY'S ADMINISTRATORS IS IMPORTANT IN BUILDING OUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	0	5	20	8
POSTTEST	1	0	5	19	8

T = 0.941 NOT SIGNIFICANT

TABLE 29

THE ATTITUDE YOU HAVE TOWARD THE FUTURE, SUCCESSFUL GROWTH OF YOUR SCHOOL AND YOUR COMMUNITY IS BASICALLY NEGATIVE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	3	13	11	6	0
POSTTEST	2	14	10	6	1

T = 0.690 NOT SIGNIFICANT

TABLE 30

YOUR COMMUNITY HAS A UNIQUE HISTORY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	1	2	18	11	1
POSTTEST	0	2	10	18	3

T = 3.223 SIGNIFICANT ALPHA OF .01

TABLE 31

IT IS IMPORTANT FOR YOU TO STUDY THE HISTORY OF YOUR COMMUNITY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	2	5	13	13	0
POSTTEST	1	5	8	19	0

T = 1.746 SIGNIFICANT ALPHA OF .05

INTRODUCTION TO TABLES 32 THROUGH 40

Of the 59 attitudinal statements/objectives presented in the LCEM Attitudinal Survey (Appendix C) 30 were targeted for significant statistical attitudinal growth following the LCEM occupational experiences and the classes in 'Rural'. (The 30 statements/objectives were presented and analyzed in Tables 2 through 31.) Twenty-nine of the 59 statements were *not* targeted for significant statistical attitudinal growth as specific objectives of the *Toward Community Growth* project. The questions were of a general educational and career education nature. The primary intention of these statements was as an introduction to the questions of specific attitudinal importance. As a part of the study's general research design it was considered important (unknown to the students taking the attitudinal survey) that not all statements/objectives were weighted with the same degree of attitudinal significance. Presented and arranged in this fashion it was hoped that the 30 statements/objectives of importance would not be as obvious to those who were providing 'attitudinal answers' on the LCEM Survey's pretest and posttest. This methodology, it was hoped, would provide a more honest and sincere degree of attitudinal integrity from the survey's senior respondents. For example, statements 1 through 16 were of a general educational nature. Statement 17 was a specific statement concerning an objective to be taught and learned in the LCEM's 'Rural' classes and in the local occupational experiences. Statements 18 through 26 were, once again, of a general education/career education nature. Statements 27 through 40 were specific statements relating to objectives to be taught and learned; 41 and 42 were of a general nature; statement 43 related to an objective of the study; 44 was of a general nature; statements 45 through 55 were specific statements concerning objectives to be taught and learned in the 'Rural' classes and in the occupational experiences; statement 56 was of a general nature; and statements 57, 58 and 59 were specific objectives of the study.

PRESENTATION OF TABLES 32 THROUGH 40

TABLE 32

CAREER EDUCATION BELONGS IN THE MIDDLE OR JUNIOR HIGH SCHOOL.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	1	1	26	5
POSTTEST	10	11	6	3	3

T = 18.235 SIGNIFICANT ALPHA OF .001

TABLE 33

CAREER EDUCATION BELONGS IN THE ELEMENTARY GRADES.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	11	20	1	1	0
POSTTEST	12	12	5	4	0

T = 2.500 SIGNIFICANT ALPHA OF .01

TABLE 34

ALL HIGH SCHOOL SUBJECTS ARE IMPORTANT IF YOU WANT TO GET A JOB, MAKE MONEY, AND BE HAPPY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	3	8	7	11	4
POSTTEST	6	13	5	8	1

T = 3.179 SIGNIFICANT ALPHA OF .01

TABLE 35

INFORMAL EDUCATION IS A WORTHWHILE EXPERIENCE.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	4	12	13	4
POSTTEST	1	3	6	15	8

T = 1.928 SIGNIFICANT ALPHA OF .05

TABLE 36

ALL HIGH SCHOOL STUDENTS SHOULD RECEIVE AN EDUCATION WHICH WOULD PREPARE THEM FOR A FOUR-YEAR COLLEGE AND ULTIMATELY A BACCALAUREATE, (B.A./B.S.), degree.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	11	7	12	3
POSTTEST	2	14	7	6	4

T = 2.000 SIGNIFICANT ALPHA OF .05

TABLE 37

ONCE AN INDIVIDUAL CHOOSES A JOB FOLLOWING HIS/HER FORMAL EDUCATION, THAT INDIVIDUAL SHOULD STICK WITH THE JOB HE/SHE CHOSE EVEN IF THEY ARE NOT REALLY HAPPY IN THEIR WORK.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	16	14	2	0	1
POSTTEST	19	12	2	0	0

T = 1.815 SIGNIFICANT ALPHA OF .05

TABLE 38

ALL HIGH SCHOOL SUBJECTS ARE IMPORTANT.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	3	7	8	11	4
POSTTEST	4	12	5	11	1

T = 2.118 SIGNIFICANT ALPHA OF .05

TABLE 39

SOCIAL STUDIES, AS A SUBJECT, IS IMPORTANT IF A PERSON WANTS TO HAVE A GOOD JOB SOMEDAY.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	12	11	10	0
POSTTEST	2	13	13	5	0

T = 2.250 SIGNIFICANT ALPHA OF .05

TABLE 40

MORE COURSES (OFFERINGS) MEAN A BETTER EDUCATION.

	STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE
PRETEST	0	8	6	12	7
POSTTEST	2	9	7	13	2

T = 2.386 SIGNIFICANT ALPHA OF .05

ANALYSIS OF THE DATA FROM TABLES 32 THROUGH 40

There were nine general education statements which displayed statistical significance, even though they were non-targeted *Toward Community Growth* objectives, on the LCEM Attitudinal Survey's posttest results. One statement was significant at the .001 level of confidence:

1) "Career Education (does not) belong in the middle or junior high school."

Two statements were significant at .01:

1) "All high school subjects are (not) important if you want to get a job, make money, and be happy."
2) "Career Education belongs in the elementary grades."

Six statements were significant at .05:

1) "Informal education is a worthwhile experience."
2) "All high school students should (not) receive an education which would prepare them for a four-year college and ultimately a Baccalaureate, (B.A./B.S.) degree."
3) "Once an individual chooses a job following his/her formal education, that individual should (not) stick with the job he/she chose if they are not really happy in their work."
4) "All high school subjects are (not) important."
5) "Social Studies, as a subject, is (not) important if a person wants to have a good job someday."
6) "More courses, offerings, (do not) mean a better education."

The one statement concerning "career education 'not' belonging in the middle or junior high school" displayed a statistically significant 'negative' growth of .001. Apparently the senior LCEM students felt that their experiences (occupationally) and the classes in 'Rural' could not be 'appreciated' entirely by students who were four or five years younger than they were. Ironically the same LCEM seniors did express a statistically significant .01 'confidence level' that career education *did* belong in the elementary grades. Following the 'Rural' classes and locally-based career education experiences the students also felt that not "all high school subjects" were "important" if one wanted to obtain "a job, make money and be happy."

Several statements (six) were significant at the .05 level. In essence they stated that not all high school subjects are important (especially Social Studies) and that "informal education" was a worthwhile experience. More course offerings *did not* mean that a better education was provided; that not all students should receive an education which would prepare them for a four-year college; and people should not stick with a job if they are not "happy in their work."

INTRODUCTION TO TABLE 41

One of the more important aspects of the *Toward Community Growth* study was a 1980 'follow-up' on those students who were the Lohrville Career Education Model's (LCEM) initial experimental group during the 1978-79 academic year. In order for the follow-up data to be accurately collected the 1978-79 experimental group students and/or their families were contacted for the necessary and vital information. From the solicited data Table 41 was constructed in order that the following comparative information could be displayed: 1) A listing of 1978-79's individual career education occupational experiences; 2) a comparison of current job status with the 1978-79 LCEM occupational experience or with the current individual field of post-secondary study; 3) the current residence of the student (Lohrville, a contiguous district, or a non-contiguous district); 4) whether or not the individual student is now married; and 5) if married, are there children in the relatively new family.

TABLE 41
A COMPARISON OF 1978-79's INDIVIDUAL LCEM OCCUPATIONAL EXPERIENCES WITH THE INDIVIDUAL'S CURRENT JOB STATUS AND/OR INDIVIDUAL'S POST-SECONDARY FIELD OF STUDY, CURRENT RESIDENCE, AND MARRIAGE/FAMILY STATUS

1978-79 Individual LCEM Occupational Experiences	*Current Job Status or Post-Secondary Field of Study*	*Current Residence: Lohrville, Contiguous or non-Contiguous*	*Marriage Status/ Children*
1) Tax and Accounting/ Elementary Education	Elementary Educa.	Non-Contiguous*	Single
2) Veterinarian Assist-ance/Farm Op.	Pre-Veterinarian	Non-Contiguous	Single
3) Health Occupations	Nursing (R.N.)	Non-Contiguous*	Single
4) Elementary Education/ Clerical	Dept. Store Clerk	Non-Contiguous	Single
5) Plumbing/Heating	Farmer	Lohrville	Single
6) Bank Clerk/Legal Secretarial	Legal Secretary	Lohrville	Single
7) Banking/Legal Assistance	Pre-Law Student	Non-Contiguous*	Single
8) Farm Mechanic/ Industrial Arts	Carpenter	Lohrville	Single
9) General Secretarial/ Med. Sec'y	Unemployed/Completed Secretarial School	Lohrville	Single
10) Art Education/ Photography	Self Employed Musician/Farmer	Lohrville	Single
11) Law Enforcement/ Elevator Management	Elevator Management Student Commuter	Lohrville	Single
12) Primary Day-Care/ Interior Decorator	Nursing Home Kitchen Employee	Lohrville	Single
13) Plumbing/Heating Carpentry	Farm Employee	Lohrville	Single
14) Music Education	Dept. of Transporta-tion Employee	Lohrville	Single
15) Agribusiness/Farm Employee	Packing Plant Employee	Lohrville	Single

1978-79 Individual LCEM Occupational Experiences	*Current Job Status or Post-Secondary Field of Study*	*Current Residence: Lohrville, Contiguous or Non-Contiguous*	*Marriage Status/ Children*
16) Veterinarian Assistance	Farmer	Lohrville	Single
17) Carpentry/Auto Mechanic	Packing Plant Employee	Lohrville	Single
18) General Secretarial	Secretarial School	Non-Contiguous*	Single
19) General Secretarial/ Bank Clerk	Unemployed/Completed Secretarial School	Lohrville	Single
20) Carpenter/Creamery Worker	Farmer	Lohrville	Single
21) Cosmetology/Photography	Secretarial Student (Commuter)	Lohrville	Single
22) Primary Day-Care/Florist	Housewife	Contiguous	Married/ One Child
23) Fabric Worker (Seamstress)	Clerk (Housewife)	Lohrville	Married/ One Child
24) Math-Computer Science/ Radio-T.V. Technician	Computer Science	Non-Contiguous*	Single
25) Agribusiness/Clerical	Nursing Home Kitchen Employee	Contiguous	Single
26) Social Worker/Art Education	(Student) Fine Arts'	Non-Contiguous	Single
27) Radio-T.V. Technician/ Agribusiness	Farm Operations' (Student)	Non-Contiguous	Single

**The student has a post-secondary university/college/school address during the school year but resides at home during the summer months.*

ANALYSIS OF THE DATA FROM TABLE 41

Twenty-seven Lohrville senior students participated in the 1978-79 LCEM occupational experiences. Seven of the 27 students were involved in the same occupational experience during both the fall and spring semesters; 20 of the students changed occupational experiences for the spring semester. Two of the seven students who had the same career education experience for both semesters are currently involved as post-secondary students with the same field of study as experienced in their LCEM occupations. The five remaining 'single LCEM occupation' students are currently pursuing non-LCEM RELATED CAREERS. Nine of the 20 students who changed occupational experiences for the spring semester are currently involved in the same 'job' or 'field of study' as experienced in their senior year of high school; four pursued their fall LCEM experience and five pursued their spring LCEM experience. All nine students currently involved in the same LCEM 'job' or 'field of study' have pursued and completed or are pursuing post-secondary training/ education. Eleven of the 27 1978-79 LCEM students '40.7 percent) are currently involved in pursuing, or have pursued and completed, either their fall or spring senior-year LCEM occupational experiences.

Sixteen of the 27 LCEM students are currently residing in Lohrville: Two are students who commute; five are commuting to jobs outside the Lohrville School District; two have completed post-secondary secretarial training and are unemployed; and seven work at occupations located in the Lohrville Community School District.

Two of the 27 LCEM students are married and have children. One of the married students lives in Lohrville and one resides in a contiguous district.

ATTITUDINAL RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL

Two important components of the *Toward Community Growth* rural career education study were the Student Occupational Experience Reports (LCEM/SR, Appendix F) and the Resource Person Supervision Reports (LCEM/RPR, Appendix G). The reports were filed with the School's career education coordinators following the first semester's local occupational experience. The LCEM/SRs and LCEM/RPRs asked for five 'yes/no' attitudinal responses from both the students and their respective supervisors concerning specific outcomes and results of the two-week occupational experiences. Both sets of questions (LCEM/SRs and LCEM/RPRs) contained similar, corresponding queries in order that direct comparisons might be made between the attitudes of resource personnel and the attitudes of LCEM students concerning their supervisory and occupational experiences. Results of the attitudes elicited from both groups were utilized in planning for the second semester's local occupational experiences. Strengths and weaknesses found in the attitudinal responses of both students and resource personnel on corresponding, comparable questions did serve as one basis for the placement of students in specific local occupations during the second semester. The same attitudinal comparisons also served as one important component in the overall determination of whether a certain occupation or resource/supervisory person would be retained for the next year. A negative response or responses were discussed with the respective student(s) and resource person/personnel on an individual basis. Student input as to whether or not they wanted to repeat their first semester's local career education experience during the second semester was given a definite weighted value in the overall determination of the students' second occupational placement. A positive and encouraging resource person report was also valued as an important determinant in the placement of the individual student for the second semester.

The following are bi-lateral comparisons of attitudinal percentages elicited from both students and resource personnel on the LCEM/SRs and LCEM/RPRs following both semesters' 1979-80 career education experiences:

STUDENTS - (LCEM/SR)

1) *I enjoyed my Career Education experiences.*
   Yes: 97.4%
   No: 1.3%
   No Response: 1.3%

2) *My employer was interested in me and took an interest in my work.*
   Yes: 88.2%
   No: 11.8%
   No Response: 0.0%

3) *Would you consider this experience as possible full-time employment following high school graduation, or if necessary for this occupation, following additional education/training?*
   Yes: 73.7%
   No: 26.3%
   No Response: 0.0%

4) *Did you miss any days of work?*
   Yes: 40.8%
   No: 59.2%
   No Response: 0.0%

5) *Would you care to repeat this experience again?*
   Yes: 73.7%
   No: 25.0%
   No Response: 1.3%

RESOURCE PERSONNEL - (LCEM/RPR)

1) *I enjoyed my role as a student supervisor/resource person.*
   Yes: 100.0%
   No: 0.0%
   No Response: 0.0%

2) *My student showed an interest in his/her work.*
   Yes: 97.4%
   No: 1.4%
   No Response: 1.2%

3) *Would you (could you) hire this individual on a full-time basis following high school graduation, or if necessary in your profession, additional education/training?*
   Yes: 70.6%
   No: 14.7%
   No Response: 14.7%

4) *Did the student miss any days of work?*
   Yes: 29.7%
   No: 68.9%
   No Response: 1.4%

5) *Would you like to participate in the Lohrville Career Education Program again?*
   Yes: 94.6%
   No: 0.0%
   No Response: 5.4%

ANALYSIS OF THE ATTITUDINAL RESPONSES FROM STUDENTS AND RESOURCE PERSONNEL

All of the resource personnel indicated on their LCEM/RPR forms that they enjoyed the role of 'student supervisor' during the 1979-80 occupational experiences. One student indicated that the career education experience was not enjoyable, and one had no response. One supervisor/resource person felt that a student did not show "an interest in his/her work," while 88.2 percent of the LCEM students indicated that their employer "was interested" in them and "took and interest" in their work.

Approximately three out of every four students attitudinally indicated that they would consider their 1979-80 occupational experiences "as possible full-time employment following high school graduation, or if necessary . . ., following additional education/training." Comparatively, seven out of every ten resource individuals attitudinally stated that they would hire their LCEM students "on a full-time basis following high school graduation, or . . . additional education/training;" 14.7 percent indicated that they would not (or could not) hire their student while 14.7 percent did not respond to the question.

The greatest area of discrepancy on the LCEM/SRs and the LCEM/RPRs involved the question of student absenteeism from 'occupational experience' work days. Resource personnel indicated that 29.7 percent of the students had missed at least one day of work, while 40.8 percent of the students stated that they had missed at least one day of work. A count of absenteeism by resource personnel totaled 23 work days missed while the students, comparatively, counted 30 missed days. From a combined total of 720 LCEM occupational experience work days, resource personnel indicated that there was 3.2 percent absenteeism, and the students indicated a 4.2 percent absenteeism.

Three out of every four LCEM students indicated a positive desire "to repeat" their occupational experience again, while 94.6 percent of the resource personnel wanted to continue their participation in the Lohrville Career Education Program. No one resource individual expressed a desire *not* to participate in the program again, and 5.4 percent had no opinion.

CONCLUSIONS AND RECOMMENDATIONS

Of the 30 statements/objectives targeted for positive, statistically significant growth following the 1979-80 LCEM 'Classes in Rural' and 'occupational experiences,' thirteen were significant at one of three confidence levels; (.001, .01 or .05). Ten of the thirteen statistically significant statements/objectives displayed 'positive' growth; two displayed 'negative' growth. During the two years that the LCEM has been operational 26 of the 60 statements/objectives targeted for positive attitudinal growth (30 in 1978-79, 30 in 1979-80) have been significantly positive at one of the three previously cited levels of statistical confidence; two of the 60 statements/objectives have displayed statistically significant negative growth.

Perhaps the best recommendations for the continuation of the LCEM program came from the students involved. Following the two-week occupational experiences in the fall and following the two-week occupational experiences in the spring, Lohrville Senior students were given final essay examinations. Appendices H and I. The spring term's final examination included the question, "Explain, in some detail, what your senior year Career Education experiences and rural studies' classes have meant to you." The following student narrative is provided as a positive summary for *Toward Community Growth: A Career Education Model for Iowa and Other Predominantly Rural States - Second Year Report.*

1) "During my second semester I had a very good employer. It was very interesting and will help me if I ever decide to farm. In my first semester I really found out what teaching was like and whether or not I would like to be a coach. I also found out what hassels teachers have to put up with. The rural classes really showed me how great 'rural' is, and how I should respect what we have in rural Iowa."

2) "Career Education was very important to me and the others; it was a great experience. It was fun and I learned a lot. From this it will be easier to go out in the world and get a job."

3) "My career experiences have meant a great deal to me, and the class has helped me to understand a little more about Iowa and its communities. My four-week occupational experiences helped me get away from 'school' classes plus they helped me learn a little bit about plumbing, a little bit about patience and a little know-how. Some day I think I would like to go into plumbing or some field close to it because you are always meeting new people and you are always doing something different each day."

4) "My first career education experience was with a plumber. It wasn't bad; it might be something I might think about doing if I ever decide I don't want to work with my Dad as a carpenter. I learned a lot of things working with the plumber. Now if there is a little electrical work or a little plumbing work that needs to be done when we are working, I can do it. I also got offered a job with the plumber whenever I wanted it. The second place I worked was at the service station. It was all right if you liked pumping gas all day but it can get a little boring sometimes. I don't think I could consider working there. The career education I have had this year I think was a worthwhile project. It gives us a chance to really see what we would like to do when we get out of school. I liked going out working on the job better than the class but I learned some things I didn't know before about our town."

5) "The experiences meant a lot to me and I'm happy about that. I like to work and learn about the business world. In class I really thought that I learned a lot about the cities. I will stay in our community and keep trying to make it work for our younger people to live in."

6) "It helped in a lot of ways. For example, it has opened me to more job opportunities and also narrowed it down some in taking out jobs I would definitely not do. It has been the best class I have taken all through high school because of the way it isn't boring and the way it is so creative."

7) "My experiences were worthwhile. I got a little more experience in woodworking and remodeling kitchens. I learned how to put sheetrock up and how to fill the cracks with plaster so it could be sprayed. At the bowling alley I knew just about everything there is to do except working on the machines, but the mechanic showed me a lot about them. The class showed me how a small community lives and how I can help. I learned a lot about rural communities."

8) "Career Education was a very worthwhile experience that I believe could some day help me get a job. I would be willing to bet that this will be beneficial to at least 5 percent of us."

9) "It helped me decide where to go for work. You make more money in big cities but you also pay more."

10) "It meant to me a chance to learn a little bit about the community and why it may not be a bad idea to stick around this area. It also gave me a chance to find out whether I would or would not like to work at the place where I had my career education."

11) "This year in career education has benefitted me very much by the things I have learned about 'rural' and about the different jobs available to me. My jobs helped me make some college decisions on what I was interested in doing for a career. I think that the program is a very good way for high school students to gain from experiences of on-the-job training."

12) "My career education experiences have really helped me. Right now I am not sure where I'm going to be, but I do know what I would like to be doing and that is working with the small children. I'm glad I had this chance to finish high school so that I could see more of my future. Learning about rural has taught me what my community and surrounding areas have provided for me. Career education helped me in many ways."

13) "I feel I have learned a lot not only from the jobs but also in class. You have made us see how really tough it is out in the working world. I think on-the-job experiences are the best thing that has ever come up. It gives you not one but two chances to see if you would really like doing that sort of job. Two weeks is a long enough time to make sure. It helped me decide what I'm going to do but if I hadn't got a chance to work with those little kids, I wouldn't have gotten a chance to see how much I really enjoyed it."

14) "Career Education has really helped me in deciding my future career. My first experience wasn't all that exciting but my last one, I really enjoyed and I learned a lot."

15) "Career education meant a lot to me since I want to find a job right out of school without college experience. It has taught me what it is like in the working world. It is fun meeting new people and having the confidence to feel that you can do it. The rural studies have taught me the history of Lohrville, what rural is all about and how good it is to live in a rural community. Also, how I can help build a community with ideas and a little effort."

16) "It helped me understand the concept of city vs. rural. I learned many things I did not know before. I'm glad we were able to do this. I really enjoyed it and I hope you keep it going. I learned a lot on the job and really liked it."

17) "Career Education is a great class. It helps us look at our community and what is going on about being rural. The on the job part is the best. It gives you an idea on whether you want to go on with that type of work and go to school for more training. The first two weeks were all right working at the bank. I learned things I didn't know before. But the second two weeks were great working at the Travel Agency. I learned a lot and hope to go into that area. It was a lot of fun. I enjoy being around people and working with travel. The employers were great to work with. I hope this program continues. It helps a lot. It gives everyone good experiences and ideas. Everyone will benefit from the good and bad experiences they encountered on the job. Thanks - I enjoyed it."

18) "My career education experience was a great experience to me. It helped me a great deal in learning."

19) "I really enjoyed my Career Education experiences my senior year. It helped me learn a lot. I think it was a great opportunity. I am pretty sure I want to be an elementary teacher. I have learned for sure that I don't want to be a pre-school teacher."

20) "I really liked the career education program. My sister said she wished they had something like that for them when they were in high school. I really think I learned quite a bit about the running of a small, local newspaper and how a fairly large FM radio station is run. The people that I worked with were really good at helping me understand their business. I hope this program continues as successfully in the future as it has over the last two years. I learned more in the four weeks I spent out of school than in all the in-school weeks combined."

21) "Rural is not such a bad thing after all. I got to learn more about my community and some of the jobs that I worked at. I think it's a good program because it gives the kids a chance to see what kind of job they would be getting into for a lifetime."

22) "Career Education classes have been a good learning experience. Some of the things about rural communities we talked about are a little hard to understand. The on-the-job experiences are one of the best things I think Lohrville has had in a long time. It gives you a chance to see if you enjoy working in a certain occupation. I'm glad I had the chance to experience these things for myself rather than have someone tell me about them. I don't think I want to be a secretary unless I have to."

23) "Career education was a very fun learning experience. I learned a lot from my career education experiences. I think it is a very worthwhile experience. All schools need to have a career education class for seniors. Rural studies have taught me a little bit about Iowa that I didn't know before. This career education is the best class this school has."

24) "Career education for me showed that there will be many different kinds of experiences and people to meet. I learned I would enjoy being in some kind of business field. I enjoyed the idea of working with numbers. From my last experience I learned that it is a kind of job you take if you don't want strong pressures. There wasn't that much to be done in a small community floral shop unless someone died. Someday when I have my millions, I do feel that I would enjoy opening some kind of craft or hobby center for something to do to pass the time and because I enjoy crafts."

25) "I feel better about my rural background after these two months of study. My chosen career, if I can complete it, will bring me back to the rural areas. I'm glad about it, and I feel much better knowing I can rely on the earth for my existence."

26) "I learned that I could really be bored with my job. It was o.k. for awhile but the work got to be too monotonous. I found that I could find a job in the area but nothing in the area interests me."

27) "I didn't enjoy my fall experience nearly as much as my spring one. Until this, I was thinking of not going to college, but I came to love my little kids so much that I really want to teach them. I felt like they needed me and that was really nice. My supervisor was just great to me, and she helped me so much. This was the greatest incident of my life! Thanks: It was a good experience."

28) "I really enjoyed career education. It was a worthwhile experience. I learned a lot. I had more fun and interest in it the second time than I did the first time. I got to do a lot more things this time than I did the first time. I think this is a good program. At the hospital I didn't get to do that much because they really wouldn't show us that much. I already work there as an aide. At the Fort Dodge Trinity Regional Hospital I really enjoyed it. I got to see a baby being born. I also got to work in the nursery and I worked in sterilization. At the clinic I worked with physicians 4½ days. They let me watch a lot and do a lot of things. I really enjoyed them and I'm glad I got the chance to do it."

29) "I have learned a lot more about being rural and I've learned many things I never knew before. I feel that the on-the-job training was excellent experience for everyone. It gave us a better view of what we wanted to do after graduation. I think that career education is a wonderful idea to help the students."

30) "I enjoyed my career education experiences. I learned a lot of things and it was the deciding factor in choosing my career. It made me sure of what I want to do, so the educaton was priceless. It also gave me the opportunity to meet new people and learn about different careers. I have to admit it was boring at times because there were simply some things I couldn't do. I spent my time reading law books, though, so I did learn something. I had some fears of law school, and that I wouldn't be able to handle it. My lawyer-supervisor knew this, so he sent in his law student son to talk to me. I spent an entire morning talking to him. He helped me to develop a more positive attitude. Overall I feel my career education experience was rewarding and enjoyable."

31) "It was so great, stupendous, and it is a priceless course. Keep it up. It helped me decide my future. I loved it!!! Rural is great!!!"

32) "My career education experience was very beneficial to me. I learned that rural is important and many jobs can pertain to Lohrville. I learned much about my field of work."

33) "It has given me a chance to explore new career fields and learn more about the real working world. I have learned that my influence in the community is important and does count."

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APPENDIX A
Toward Community Growth: Course Syllabus

TOWARD COMMUNITY GROWTH — A RURAL CAREER EDUCATION MODEL
(September 18, 1978 - March 28, 1980)

A general outline and classroom syllabus designating the following: 1) *Units* to be taught; 2) *teaching objectives* to be reached and the teaching objectives *corresponding attitudinal survey question number(s);* and, 3) *instructional methods* utilized for reaching the teaching objective(s) and the synonomous, corresponding attitudinal survey question number(s).

1. Unit 1: "Specific Local Emphasis"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. Lohrville history; (question #58)
      b. The importance of studying Lohrville history; (question #59)
   3. Instructional methods
      a. Sound filmstrip, "Town Builders"
      b. Mimeographed handout summarizing Vivian Padget Cole's book on Lohrville, *Happiness Was My Universe*
      c. Lecture and in-class discussion

1. Unit 2: "Rural Living and Rural Life Styles: A Psychological Approach"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The importance of educating for a lifetime job in Lohrville; (question #17)
      b. The difference between rural communities; (question #33)
      c. Seeking a future career in the local community; (questions #36,37,38)
   3. Instructional methods
      a. Career exploration transparencies - 12
      b. Sound filmstrip, "From Many Roots"
      c. Sound filmstrip, "Listen to the Land"
      d. Lecture and in-class discussion

1. Unit 3: "Rural Economy and Rural Finance"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The power and organizational structure of the local community; (questions #47, 48, 49, 50)
   3. Instructional methods
      a. Basic economics transparencies - 12
      b. Lecture and in-class discussion

1. Unit 4: "'Rural:' A Gestalt Approach"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. A knowledge of the nomothetic and idiographic dimensions which produce a productive and liveable 'climate;' (question #28)
      b. 'Rural' as a 'minority' way of life; (question #31)
      c. The personality of the local community; (question #43)
      d. The necessity of school and community working together; (question #45)
   3. Instructional methods
      a. Lecture and in-class discussion
         1. Comparisons of communities in the local area
      b. In-class discussion of student occupational experiences

1. Unit 5: "Individual Attitudes and Personalities in a Rural Community"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The importance of 'positive' schoolhouse, community, and student body attitudes in the building of a community; (questions #46, 51, 52, 53, 54, 55, 57)
   3. Instructional methods
      a. Sound filmstrip, "Everyday Heroes"
      b. Living in a community transparencies - 11
      c. Lecture and in-class discussion

1. Unit 6: "Careers: City vs. Rural"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. An equal or better education is provided by a 'rural' school: (question #27)
      b. A definition of rural; (question #28)
      c. Discrimination, past and present, of the rural minority; (questions #29, 30)
      d. Rural culture; (question #32)
      e. The synonomous cities; (questions #34, 35)
   3. Instructional methods
      a. The cities transparencies - 12
      b. Sound filmstrip, "The Urban Frontier"
      c. Lecture and in-class discussion

1. Unit 7: "The Generation Gap"
   2. Teaching objective(s); corresponding attitudinal survey question number(s):
      a. The role of the senior citizen in the growth of a rural community; (questions #39, 40)

APPENDIX B

KUDER OCCUPATIONAL INTEREST SURVEY, SELF-IDENTIFIED INTERESTS AND COLLEGE MAJOR NORMS

NAME_____ DATE_____

	Kuder DD-OIS	*Score*	*Self-Identified*	*Score*	*College Major*	*Score*
1)						
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						

APPENDIX C
LCEM Attitudinal Survey

DATE _____
SEX: M F
AGE _____

CONTROL GROUP: A B C D E F
EXPERIMENTAL GROUP: A
YEAR IN SCHOOL: 9 10 11 12

DIRECTIONS: There are fifty-nine statements in this attitudinal survey. Please provide a response for each statement by circling the number which represents your attitude toward the statement. One of the five numbers must be circled for each attitudinal response. You may *Strongly Disagree* with a statement; you may *Disagree;* you may be *Undecided;* you may *Agree* with the statement; or you may *Strongly Agree.* Please circle the number representing your attitude: i.e., 1 - Strongly Disagree; 2 - Disagree; 3 -Undecided; 4 - Agree; and 5 - Strongly Agree. Please take your time and consider each statement carefully before you circle the number which represents your attitude toward the statement. Be honest with your responses. This survey will remain individually anonymous. Only your school's control group letter will be recorded.

Strongly Disagree: 1
Disagree: 2
Undecided: 3
Agree: 4
Strongly Agree: 5

1) Formal Education is a worthwhile experience.
   1 2 3 4 5
2) Informal education is a worthwhile experience.
   1 2 3 4 5
3) All high school students should receive an education which would prepare them for a four-year college and ultimately a Baccalaureate, (B.A./B.S.), degree.
   1 2 3 4 5
4) Some high school students should receive an education which would prepare them for a four-year college and ultimately a B.A./B.S. degree.
   1 2 3 4 5
5) High school students should not receive an education which would prepare them for a four-year college and ultimately a B.A./B.S. degree.
   1 2 3 4 5
6) Schools should offer high school students more vocational/technical courses than are currently being offered.
   1 2 3 4 5
7) All education is a worthwhile experience.
   1 2 3 4 5
8) Education, kindergarten through twelfth grade, should teach students how to make money.
   1 2 3 4 5
9) Education, kindergarten through twelfth grade, should prepare students to be happy in their chosen professions.
   1 2 3 4 5
10) Once an individual chooses a job following his/her formal education, that individual should stick with the job he/she chose even if they are not really happy in their work.
   1 2 3 4 5
11) Happiness in a job means that you're making a lot of money.
   1 2 3 4 5
12) People can learn more from practical experience than they can from a textbook.
   1 2 3 4 5
13) Schools should not use textbooks to teach students.
   1 2 3 4 5
14) All high school subjects are important.
   1 2 3 4 5
15) All high school subjects are important if you want to get a job, make money, and be happy.
   1 2 3 4 5
16) English, as a subject, is important if an individual wants to have a good job someday.
   1 2 3 4 5
17) Education is not really important for a life-time job in my community.
   1 2 3 4 5
18) Math, as a subject, is important if an individual wants to have a good job someday.
   1 2 3 4 5

19) Career Education is another way of saying, "preparing for a life-time job."
1 2 3 4 5

20) Career Education is really vocational training.
1 2 3 4 5

21) Foreign language, as a subject, is important if a person wants to have a good job someday.
1 2 3 4 5

22) Social Studies, as a subject, is important if a person wants to have a good job someday.
1 2 3 4 5

23) Career Education is all the courses a student takes in high school.
1 2 3 4 5

24) Career Education belongs in the elementary grades.
1 2 3 4 5

25) Career Education belongs in the middle or junior high school.
1 2 3 4 5

26) Career Education belongs in the high school.
1 2 3 4 5

27) A big city school provides its students with a much better education than a small rural school.
1 2 3 4 5

28) The community in which you live and in which you attend school is rural.
1 2 3 4 5

29) Rural people are discriminated against by people in big cities.
1 2 3 4 5

30) Rural people are discriminated against by those who make the laws.
1 2 3 4 5

31) Rural people are a minority.
1 2 3 4 5

32) City people have more culture than rural people.
1 2 3 4 5

33) All rural communities are basically the same.
1 2 3 4 5

34) All city communities are basically the same.
1 2 3 4 5

35) There is more of a future in the city than in rural areas.
1 2 3 4 5

36) You will leave your community after you graduate from high school.
1 2 3 4 5

37) Your community offers no opportunities for young people.
1 2 3 4 5

38) There is a future for you in your community.
1 2 3 4 5

39) The older people in your community, ages 50 on up, are concerned about building the community for future generations.
1 2 3 4 5

40) Most older people could care less about the younger people in your community.
1 2 3 4 5

41) It is more important to be happy in one's work than to make lots of money.
1 2 3 4 5

42) Juniors/seniors in high school are mature enough to make decisions concerning their life work.
1 2 3 4 5

43) Your community has a personality all its own.
1 2 3 4 5

44) More course offerings mean a better education.
1 2 3 4 5

45) The community and the school must work together if both are to survive.
1 2 3 4 5

46) Your schools' administration and faculty are sincerely interested in building and promoting your community.
1 2 3 4 5

47) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.
1 2 3 4 5

48) It is important to work within the organized system of a community if one wants his community to grow.
1 2 3 4 5

49) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.
1 2 3 4 5

50) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.
1 2 3 4 5

51) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.
1 2 3 4 5

52) The attitude of the citizens in my community is not very good.
1 2 3 4 5

53) The attitude of a community is reflected in the overall attitude of the community's students.
1 2 3 4 5

54) The attitude of our community's teachers is important in building our community.
1 2 3 4 5

55) The attitude of our community's administrators is important in building our community.
1 2 3 4 5

56) A student generally reflects the attitude of her/his parents.
1 2 3 4 5

57) The attitude you have toward the future, successful growth of your school and your community is basically negative.
1 2 3 4 5

58) Your community has a unique history.
1 2 3 4 5

59) It is important for you to study the history of your community.
1 2 3 4 5

APPENDIX D
1978 - 79 CONCLUSIONS AND RECOMMENDATIONS

Objective 1 of the study's Program Evaluation and Review Techniques (PERT), "to assist students in acquiring a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/economic conditions," was successfully accomplished. The "criteria for success" was determined by a passing mark on objective examinations distributed in the fall and the spring by the instructor of "Lessons in Rural."

Objective 2 of the study's PERT, "to have students develop and acquire an awareness of local career opportunities," was successfully accomplished. The "criteria for success" was completion of two local occupational experiences, fall/spring, and positive resource personnel reports which included a passing grade for the individual student.

Objective 3 of the study's PERT, "to assess student attitudes toward local career occupations, the local community and education in general," was successfully accomplished with 16 of the 30 objectives/attitudes which were specifically taught in the seven units entitled "Lessons in Rural." The "criteria for success" was a statistically significant increase in posttest attitudes by experimental group respondents. This increase was noted at various levels of confidence for the following objectives:

At the .001 level of confidence —

1) The community in which you live and in which you attend school is rural.
2) Rural people are discriminated against by people in big cities.
3) Rural people are discriminated against by those who make the laws.
4) Rural people are a minority.
5) You will *not* leave your community after you graduate from high school. ("Not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided."
6) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community.
7) It is important to work within the organized system of a community if one wants his community to grow.
8) It is important for you to study the history of your community.

At the .01 level of confidence —

1) All rural communities are *not* basically the same. ("Not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided".
2) All city communities are basically the same.
3) Your community has a unique history.

At the .05 level of confidence —

1) A big city *does not* provide its students with a much better education than a small rural school. ("Does not" was added to express the statement positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided."
2) Your community offers opportunities for young people. ("No" was eliminated from the statement in order that it might be expressed positively). Statistical treatment of the responses were 'recoded' so that 1=5, 2=4, 4=2, 5=1, and 3 remained "undecided."
3) There is a future for you in your community.
4) Your community has a personality all its own.
5) The attitude of our community's administrators is important in building our community.

Objective 4 of the study's PERT, "to assess attitudes of control group students, located within similar-sized districts, toward local career occupations and their own local communities," was successfully accomplished. "Criteria for success" was no statistical significance between fall attitudes and spring attitudes of the control groups. Although the control groups' attitudes increased significantly on four posttest statements and the experimental group's did not,

1) Rural people are discriminated against by people in big cities —
2) You (will not) leave your community after you graduate from high school —
3) It is important to know the power or organizational structure of a community if an individual wants to prosper in that community - and,
4) It is important to work within the organized system of a community if one wants his community to grow —

when the experimental group's posttests were directly compared with the control groups' posttests the experimental group displayed a statistically significant attitudinal increase. As previously cited and explained, this was largely due to a 'ceiling effect' whereby experimental respondents expressed a high degree of 'agreement' and 'strong agreement' on the pretest and therefore had very little opportunity for expressing a higher, positive attitude on their posttest.

It is safe to conclude that senior students can successfully be taught a general knowledge of local history, and the realization of 'rural' philosophies which serve as the basis for 'localized' social/

economic conditions; they can successfully develop an awareness of local career opportunities; and they can successfully and significantly increase their attitudes toward local career occupations, the local community, and education in general.

Recommendations

It is strongly recommended that the *Toward Community Growth* study be continued longitudinally. Senior students, experimental and control, should be attitudinally tested on an annual basis for a period of four to five years following their final year of secondary school. This would provide the program a greater period of time to succeed with its intention of community growth and increased positive attitudes toward 'rural.'

It is strongly recommended that the actual work experience of the students be increased from two weeks each semester to three or four weeks. This would allow students a greater degree of actual work-related experiences on an expanded, day-to-day routine and basis. It is also recommended that junior students be introduced to the "Lessons in Rural" units, and be permitted one week of work experience each semester.

It is strongly recommended that the allowed teaching time for "Lessons in Rural" be increased from two weeks a semester to three or four weeks a semester. This would hopefully increase experimental group attitudes in the following areas which failed to display statistical significance on the study's posttest:

1) Education is really important for a life-time job in my community. ("Not" was eliminated from the statement in order that it might be expressed positively.)
2) City people (do not) have more culture than rural people. ("Do not" has been added in order to express the intent of the objective.)
3) There is (not) more of a future in the city than in rural areas. ("Not" has been added in order to express the intent of the objective.)
4) The older people in your community, ages 50 on up, are concerned about building the community for future generations.
5) Most older people could care less about the younger people in your community.
6) The community and the school must work together if both are to survive.
7) Your schools' administration and faculty are sincerely interested in building and promoting your community.
8) If a few individuals control the economy of a community they are, in reality, the real leaders of the community.
9) If those who control the economy of a rural community refuse to invest money in the community to further build or support it, that community will more than likely die.
10) The enthusiasm or attitude of a community's citizens determines whether the community will live or die.
11) The attitude of the citizens in my community is very good. ("Not" was eliminated from the statement in order that it might be expressed positively.)
12) The attitude of a community is reflected in the overall attitude of the community's students.
13) The attitude of our community's teachers is important in building our community.
14) The attitude you have toward the future, successful growth of your school and your community is *not* basically negative. ("Not" has been added in order to express the intent of the objective.)

APPENDIX E

FALL, 1979-80, LCEM-CE EXPERIENCES; OCTOBER 8 - OCTOBER 19

1)	Burke, Bernie	ASC Office, Rockwell City
2)	Burke, Joe	Farm Management, Auburn
3)	Buttolph, Ross	Soil Conservation Service, Rockwell City
4)	Bushman, Mark	Veterinarian Assistance, Lake City, Mally - D.V.M.
5)	Christensen, Carol	Elementary Education, Lohrville, Rose
6)	Christensen, Russell	Farm Management, Lake City, Dial
7)	Coon, Terry	Lohrville Savings Bank, Lohrville, Newland
8)	Davis, Rockey	Farm Management, Lohrville, Cole
9)	Gingery, Sue	Rockwell City Advocate, Rockwell City, Johnson
10)	Guymon, Dean	J & K Auto Body, Lake City
11)	Hanlon, Vicki	School Secretarial, Lohrville, Healy
12)	Harmeyer, Rachel	Stewart Memorial (Nursing) Lake City
13)	Hasty, Tracy	Farm Center (Secretarial) Lohrville, Imhoff
14)	Heath, Faye	Lohrville Savings Bank, Lohrville, Newland
15)	Hedman, Jim	Schamel's Cabinet Shop, Lohrville, Schamel
16)	Hedman, John	Headley's Plumbing & Heating, Lohrville, Headley
17)	Hendricks, Annette	Elementary Education (Resource) Lohrville, Baskerville
18)	Hendricks, Jill	Stewart Memorial (Nursing) Lake City
19)	Hirschberg, Cathy	Education (Art) Lohrville, Porter
20)	Imhoff, Randy	Drafting, D-Rockwell, Rockwell City
21)	Kelly, Steve	Airport Management, Carroll Airport, Carroll
22)	Kerns, Kerri	Rands Elevator, (Secretarial), Rands
23)	Kirby, Bryon	Davis Radio & TV, Lohrville, Davis
24)	Knapp, Ed	Elevator Management, Rands
25)	Kock, Kathy	Calhoun County Auditor's Office (Accounting), Rockwell City
26)	Lockner, Chris	Lohrville Lumber Co., Lohrville, Kinney
27)	Maiwald, Jean	Air Electric (Secretarial) Lohrville, Hendricks
28)	Miller, Matt	Headley's Plumbing & Heating, Lohrville, Headley
29)	Millis, Riley	Schaffer Chevrolet, (Mechanic), Manson, Manning
30)	Pudenz, Jerry	Davis Radio & TV, Lohrville, Davis
31)	Richards, Mike	Education (Physical) Lohrville, Armstrong
32)	Riedesel, Debbie	Veterinarian Assistance, Lake City, Mally - D.V.M.
33)	Schmitt, Steve	Mer Engineering (Engineer) Rockwell City
34)	Schamel, Terry	Carlyle's Plumbing & Heating, Lohrville, Carlyle
35)	Van Gundy, Art	Lohrville Lumber Co., Lohrville, Kinney
36)	Vogel, Leesa	Soil Conservation Service, Rockwell City
37)	Wattonville, Kellie	Elementary Education, Lohrville, Stevens

SPRING, 1979-80, LCEM-CE EXPERIENCES; MARCH 10 - MARCH 21

1)	Burke, Bernie	Wightman Elev. (10-14); Todd's Clothing (17-21)
2)	Burke, Joe	Local Law Enforcement; Tim Blair, Supervisor
3)	Buttolph, Ross	Farm Coop Center, Lohrville; G. Imhoff, Supr.
4)	Bushman, Mark	Veterinarian Assistance, Lake City; Mally, D.V.M.
5)	Christensen, Carol	Pre-school - Headstart, R.C.; DeAnn Granthum
6)	Christensen, Russell	Farm Management, Rockwell City; Larry Koos, Supr.
7)	Coon, Terry	Travel Agent - Fun Travel, Jefferson; J. Sorenson
8)	Davis, Rockey	Elevator Worker, Feed & Grain, Lohrville; Ramthun
9)	Gingery, Sue	Radio Journalism - KKRL, KCIM, Carroll; R. Olmstead
10)	Guymon, Dean	Auto Mechanic - J & K Auto, Lake City
11)	Hanlon, Vickie	Pre-school, Farnhamville; Cedar Valley Schools
12)	Harmeyer, Rachel	Pediatrics' Nursing - Trinity Regional, Fort Dodge/Co. Health
13)	Hasty, Tracy	Clerical - Clerk of Courts, R. C.; Shirley Riedenus
14)	Heath, Faye	Secretary - Bowie Mfg., L. C.; Russ Becke
15)	Hedman, Jim	Bowling Alley Mgr. - Golden Buckle Lanes, R.C.
16)	Hedman, John	Plumbing & Heating, Lohrville; Larry Headley, Supr.
17)	Hendricks, Annette	Clerical - Air Electric, Lohrville
18)	Hendricks, Jill	Obstetrics (10-14)/McCrary-Rost, L. C.; Jenni Clark
19)	Hirschberg, Cathy	Beautician, Lohrville; Kathy Tasler
20)	Imhoff, Randy	Drafting - D-Rockwell, R. C.; D. Ditzenberger, Supr.
21)	Kelly, Steve	Livestock Co-op, Churdan; Alvin Habrel, Supr.
22)	Kerns, Kerri	Elementary Education, Lohrville; Ms. Rose, Supr.
23)	Kirby, Bryon	Electronics - KTLB, R.C.
24)	Knapp, Ed	Auto Mechanics, Lohrville; Herman Miller, Supr.
25)	Kock, Kathy	Legal Advocacy - Lewis Hendricks, Rockwell City
26)	Lockner, Chris	Elevator Worker - Rands Elevator; Cal Haub, Supr.
27)	Maiwald, Jean	Florist - Blair's Flowers, Lake City
28)	Miller, Matt	Agricultural Sales - Farm Service; T. Hendricks, Supr.
29)	Millis, Riley	Auto Mechanics/Farm Worker, Lohrville
30)	Pudenz, Jerry	Bick Mason - Hatfield Construction, Churdan
31)	Richards, Mike	Farm Machinery Repair - Massey-Ferguson, Farnhamville
32)	Riedesel, Debbie	Veterinarian Assistance, Lake City; Malley, D.V.M.
33)	Schmitt, Steve	Civil Engineering - Mer Engr., Twin Lakes
34)	Schamel, Terry	Service Station Mgr., Lohrville; Eldred Knapp, Supr.
35)	Vogel, Leesa	Physical Therapy - Stewart Mem., L. C.; Dickett, Supr.
36)	Wattonville, Kellie	Pre-school, Farnhamville; Cedar Valley Schools

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APPENDIX F

LCEM-SR-Revised

Your Name _____ Date_____

Employer's Name _____

- -

PLEASE COMPLETE THE FOLLOWING QUESTIONS AS DIRECTED:

1) _____YES _____NO I enjoyed my Career Education Experience.

2) _____YES _____NO My employer was interested in me and took an interest in my work.

3) _____YES _____NO Would you consider this experience as possible full-time employment following high school graduation, or if necessary for this occupation, following additional education/training?

4) _____YES _____NO Did you miss any days of work? If so, how many? _____

5) _____YES _____NO Would you care to repeat this experience again?

6) Please explain, in some detail, your reaction to this Career Education experience and whether or not it was beneficial to you. Did the experience help you decide on a future career?

APPENDIX G

LCEM-RPR-Revised

Your Name _____ Date _____

Student's Name _____

- - - -

APPENDIX H

LCEM Final Examination - Fall Term

NAME _____

DATE _____

LCEM-OE GRADE, (.5)	_____
LCEM FINAL GR., (.5)	_____
COMBINED GRADE, (1.0)	_____

- -

DIRECTIONS: PLEASE DO NOT PROVIDE ANSWERS ON THIS PAGE. UTILIZE THE BLANK PAGES WHICH HAVE BEEN APPENDAGED TO THE COVER SHEET.

_____ESSAY, 20 POINTS "What are 'Town Builders?' Why would one author refer to a Lohrville of 50-60 years ago as a universe?"

_____ESSAY, 20 POINTS "Class discussion and textbook example cited four major effects utilized by major communication mediums which may or may not influence the logical thinking of both rural and urban people. Name these effects and briefly discuss them."

_____ESSAY, 20 POINTS "What is meant by the term 'ethnic community?' In your opinion, is Lohrville an 'ethnic' or 'Non-ethnic' community, and has this been good or bad for the town?"

_____ESSAY, 20 POINTS "What is needed to make the economy of Lohrville more affluent? Why is it important to look at the 'Gestalt' of a situation, (for example the relatively poor Lohrville economic situation), if improvement or progress is ever to be made?"

_____ESSAY, 20 POINTS "The phrase "cause and effect" was discussed in class and in our texts. If we wish to change something, does one attack the 'cause' or the 'effect?' Why? Cite one pertinent example of 'cause and effect' which should be important to both rural and urban people concerning the future of their schools."

APPENDIX I

LCEM FINAL EXAMINATION – SPRING TERM

NAME _____

DATE _____

LCEM-OE GRADE, (.5)	_____
LCEM FINAL EXAMINATION GRADE, (.5)	_____
FINAL LCEM GRADE, SPRING TERM, (1.0)	_____

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